



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Rogers School District (0405000)

School Year 2021-2022

Applications will be reviewed in the order received. Incomplete applications will be returned to the district. A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.

NOTE: The approved application must then be posted on the district website - State Required Information.

**District:**

**LEA #:** 0405000  
**Superintendent:** Marlin Berry  
**Email:** MARLIN.BERRY@RPSAR.NET  
**Phone:** (479) 636-3910  
**Duration Requested (not to exceed five years):** 5 Years  
 (School year 2021-2022 to 2026-2027)

The proposed waiver(s) will apply to the following schools:

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms	
0405047 - Bellview Elementary	K-12	Asynchronous	Virtual (Online)/ Remote (Distance)	LMS	
0405041 - Bonnie Grimes Elem. School		Synchronous		CMS	
0405031 - Eastside Elementary School					
0405037 - Elmwood Middle School					
0405050 - Elza R. Tucker Elem. School					
0405054 - Fairview Elementary School					
0405043 - Frank Tillery Elem. School					
0405032 - Garfield Elementary School					
0405040 - Grace Hill Elementary School					
0405053 - Janie Darr Elementary School					
0405044 - Joe Mathias Elementary School					
0405049 - Jones Elementary School					
0405045 - Kirksey Middle School					
0405046 - Lingle Middle School					
0405033 - Lowell Elementary School					
0405034 - Northside Elementary School					
0405039 - Oakdale Middle School					
0405051 - Old Wire Elementary School					
0405042 - Reagan Elementary School					
0405052 - Rogers Heritage High School					
0405036 - Westside Elementary School					
0405048 - Rogers High School					



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Attendance</b>			6-18-213(a)(2)	The Rogers Public Schools (RPS) Virtual Learning office will run a weekly student activity report through the Content Management System, Buzz for 6-12 and Seesaw for K-5. For each day that a student did not engage in the daily lessons, an absence will be documented in the Arkansas online reporting system.
<b>Class Size</b> Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>We will exceed class size in our virtual learning program. In K-5 we will allow 15 (K-3rd) students and 20 (4-5th) students over on-site class size limits to keep the student-teacher ratio within equitable limits. K-5 will implement a waiting list system if requests of students put a grade level teacher over the teacher load limits that have been set. In grades 6-8 virtual we will not exceed 200 students per teacher and in grades 9-12 virtual, we will not exceed 300 students per teacher. In an online setting, teachers may successfully work with a larger number of students. This waiver supports that flexibility.</p>
<p><b>Teaching Load</b> Number of students:  200</p> <p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>In grades 6-12, core (English, Science, Social Studies, Math) virtual teachers may exceed the 150 student load limit, however, they will only teach virtual students. Some elective teachers may exceed the teacher load of 150 students. Elective teachers will be paid a stipend to provide instruction outside the school day. Virtual teacher load will be monitored weekly by running teacher numbers by class with our COGNOS report. If a teacher's load continues to be over the class size waiver numbers, the recommendation will be a supplementary teacher be brought on for the overage. That supplemental teacher will be paid using the elective teacher stipend equation listed in our salary schedule. *Part Time Virtual Teachers: 1) who teach both face-to-face and virtually, will be compensated a base rate of \$500 per class and \$70 per student per semester, or 2) teachers that are provided a release period to teach virtually will be paid the larger amount of 1/7 of semester contract or \$500 per class plus \$70 per student per semester.</p> <p>*Pending board approval</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p><b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	<p>Rogers Virtual Learning (RVL) will not require a minimum login time. Students will be required to complete minimum lesson/unit completion requirements. Minimum requirements are outlined in the parent/student contract. For K-5 this includes completing reading and math lessons within a 24-hour period. Students in 6-12 will be expected to progress through 25% of each course every 4.5 weeks. Students should have the opportunity to use each day of the week for learning. Hours spent in the instructional day will vary between students based on student ability and will be monitored by teachers and administrators.</p>
<p><b>Clock Hours</b></p>	1-A.2			<p>Students will spend time in asynchronous and synchronous learning. Students will work at their individual time and pace. Rogers Virtual Learning will not require a minimum login time; instead, we will use a minimum lesson/unit completion requirement model.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Recess</b> (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	Technology-based approaches are the primary instructional delivery for our K-5 virtual students. Students will work from home and be encouraged to take breaks as needed.

## Digital Model

Please complete the following application with responses describing the school and district digital programming.

### Interaction / Delivery

What are the ways teachers and students will interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.



Rogers Virtual Learning teachers and students will interact both synchronously and asynchronously. In 6-12 we expect students to login each day and work at least 1 hour per day per class in order to keep up with, and in some instances, stay ahead of their work. For 2021-22 we will expect students to check in with teachers at least once per week, come to mandatory tutoring if failing (59% or below) a class, participate in beginning of semester orientations, and participate in regular class meetings. 6-12 virtual teachers will utilize the Florida Virtual (FLVS) curriculum in order to facilitate asynchronous lessons. Teachers will use the analytics from assignments and tests in order to determine which students need synchronous lessons/tutoring. Only Rogers Virtual Learning (RVL) students will utilize the FLVS/BUZZ curriculum/platform. Students that are on site full time are not included in this digital learning plan. FLVS curriculum is aligned with common core standards; however, RVL teachers will be able to add/delete/modify modules/assignments to meet the Arkansas standards.

In K-5, students will be expected to log-on each day for asynchronous instructional time. Expectations of asynchronous time will vary according to grade-level: 3 hours for Kindergarten, 4-5 hours for 1st-3rd, and 5-6 hours for 4th - 5th. Currently only Rogers virtual students will use SeeSaw as a content management system. All lessons are recorded by RPS teachers and pushed out through the SeeSaw system for students to watch and interact with. Virtual students will be provided the same content in virtual learning as they are in onsite instruction. Virtual teachers will create and provide lessons on Seesaw using the district curriculum: Wit and Wisdom, Illustrative Mathematics, Benchmark Phonics, and Discovery Education for science.

In addition to asynchronous time, students in K-2 will be expected to log-in to a daily synchronous 45 minute reading lesson that will include phonics and phonological awareness instruction through Benchmark Phonics. K-2 students will also be required to log-in two to three times a week (depending on the individual's need) for 30 minute small group math instruction. Students in 3rd - 5th will be expected to log-in to a 45 minute synchronous session with their teacher 3-4 times a week (depending on the individual's need) for both reading and math instruction.



What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.

In our virtual delivery approach at grades 6-12, we will utilize an excellent and proven asynchronous online curriculum, facilitated by our district employees. Our online curriculum will be purchased through Florida Virtual School.

In our virtual delivery approach at K-5, designated virtual Rogers Public Schools (RPS) teachers will use the same curriculum used on-site to teach standard-based lessons in all required academic areas. RPS teachers will continue to adapt the curriculum to be specifically delivered virtually. A good percentage of instruction will be asynchronous, but synchronous lessons will also be required.

In consultation with Northwest Arkansas Service Coop leaders, we feel it important to note the following; While virtual will be our digital learning model, in Rogers Public Schools we strive to be responsive to student needs and personalize education when it is necessary for a student to be successful. There may be circumstances in which a virtual student would be best served by also attending a class on-site, or conversely, a student enrolled in on-site learning could benefit from also taking an online course offering. In these unique circumstances, we would allow this.

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?  
Â \*If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.

Our expectation is to hire teachers that are dedicated to facilitating the core subjects (English, math science, and social studies) for our high school and middle school virtual programs. For our elective classes we will pay a stipend for onsite teachers to grade and be available after school hours for synchronous learning and tutoring. The stipend will be paid to all elective content teachers regardless of class size and teaching loads to ensure that compensation is given to all teachers assisting with virtual learning. In our K-5 program, classroom teachers will be dedicated to virtual instruction only. Music, Art, PE, and Library Media will be taught by district personnel who are paid with a stipend to create online lessons for virtual learners.





Describe the expectation for teacher instruction, interaction, and frequency with virtual students.

- Participate in the implementation of the curriculum including daily lessons posted in Google Classroom and leading synchronous instruction.
- \*Be an advocate for the school, students and parents of Rogers Virtual Learning.
- \*Effectively manage the learning process and focus on students' individual needs.
- \*Monitor student progress through lessons and assess students.
- \*Identify interventions and opportunities for remediation or acceleration.
- \*Interact regularly with students and parents via email, phone, and communication through a content management system.
- \*Work collaboratively with other staff members toward accomplishing Rogers Virtual Learning goals.
- \*Participate regularly in professional development.
- \*Remain flexible, innovative, and adaptive to change.

If utilizing district waivers for **class size**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings?

Virtual learning program administrators will be closely monitoring teacher needs and providing professional development for the digital learning setting. Directors in the Northwest Arkansas region already have a collaboration time each quarter where we discuss digital learning and ways to improve. The natural progression would be a teacher collaboration for this area as well to support and monitor a different way of learning for a bigger group of students. Teachers will have access to district facilitators in the areas of technology, English Language Arts, and math and support from NWAESC. Teachers will be encouraged to increase the number of synchronous opportunities while engaging fewer students. This will provide more opportunities for feedback by lowering the student to teacher ratio. Additionally, we will engage parents as partners by providing training in digital learning and the role of a learning coach. This will be monitored by student grades and qualitative feedback through weekly PLCs.



If utilizing district waivers for **teaching load**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings?

Virtual learning administrators will be closely monitoring teacher needs and providing professional development for the digital learning setting. Teachers may utilize a team-teaching approach for synchronous sessions. Teachers will also take turns monitoring live help sessions. K-5 Rogers Virtual Learning teachers will not be asked to teach multiple grade-levels, but will maintain the same teaching load as expected on-site. Core (math, English Language Arts, science, and social studies) teachers will not be responsible for electives. K-5 PE, art, music, and library media are pre-recorded during off-contract hours. These teachers will be paid a stipend. Lessons will be delivered asynchronously.

## Technology / Platforms

Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)

In 6-12, we will use BUZZ as our learning management system and Florida Virtual as our content management system. K-5 Rogers Virtual Learning will use SeeSaw and Google Classroom as our content management systems for lessons created by Rogers Public Schools' teachers.

Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the district is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.

We will use Florida Virtual content management for our 6-12 student population. Curriculum is developed by the Florida Virtual digital publishing team. Courses are developed based on sound pedagogy for initial credit. Standards are taught and assessed. Courses are 45% interactive, 13% video, 19% written lessons and 23% assessments. Courses include a variety of assessment types and students have choices for completing assessments. Assessments include 300% test banks. Supports for teachers include answer keys and module support guides.

In K-5, we will use Google Classroom and SeeSaw as our content management systems. In addition to providing teacher created lessons through curriculum currently used in the Rogers' elementary schools (Wit and Wisdom, Benchmark Phonics, and Illustrative Mathematics) students and teachers will have access to online curriculum such as Amplify for reading, iReady for math, Discovery Education Techbook for Science. Supports will be available through district curriculum specialists in the areas of: technology, English Language Arts, math and science. Our local NWAESC will also be utilized.



What video communication software is required for any remote student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.

The preferred method of video communication for 6-12 virtual students and parents will be Google Meets. This allows administrators and teachers to keep track of who has joined the meets with the reporting tool that is provided by Google. Zoom could also possibly be an option if a teacher was more familiar with that software. For K-5 virtual students and parents, Seesaw has interactive video capabilities and Google Meets and Zoom will be used.

Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.

Rogers Public Schools will provide Chromebooks with sound and camera access for all students choosing to participate in Rogers Virtual Learning. RPS will also have MiFi devices to hand out to families that are in need of Wi-Fi in their home. All RPS students have a school email account and will be expected to utilize only that account for school work and communication. RPS also provides teachers with a screen monitoring account (Impero) for keeping students on task, encouraging collaboration, and addressing online behavior as it happens. In addition to having Mi-Fi devices available, Rogers Public Schools has provided thirty-five external wireless access points across our campuses for families in the district. The district provides a technology help line for families to call for assistance and it is open after hours to provide support.

## Student Supports

Describe the manner and frequency the district or school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting. (This may be in-person, video communication, etc.). Identify supports available to assist students within the district.

All Rogers Virtual Learning students are still connected to their home boundary school through assessments, activities, and PTA. Boundary schools provide another level of support for the students. Counselors and social workers are available for mental health needs, home visits, food security, etc. Food service has supplied our virtual students with pick up points for meals each day. Students will have breakfast and lunch available. Teachers and administrators are trained to watch for things inside the learning portal that might alert us to a student in need (writing topics, cries for help in the contact form, Google Meets and Zooms).

Describe the manner and frequency the district or school will use to monitor the academic and student engagement in a virtual setting. Describe the additional supports available for students struggling with engagement.



For 6-12, bi-Weekly reports generated by our technology expert show grades and times logged in. Students are distributed among a cohort of virtual learning administrators and building administrators. Each virtual administrator contacts a student, parent, counselor, or social worker based on the needs of the student. Class meetings, tutoring, and face-to-face meetings (once COVID protocols allow) become mandatory for struggling students. Student Success Plans (SSP) that are developed by the building level counselors, in collaboration with students and parents, will be shared with RVL administrators and counselors. Administrators (or counselor) will be responsible for keeping the SSP updated for eventual graduation and post secondary plans.

For K-5 engagement:

In order to be successful in virtual learning, students must engage with the work. While work times can be flexible, students should demonstrate consistent progress towards daily completion of work. Students are required to login to their Learning Management System each day and complete work that is assigned. All lessons need to be completed within 24 hours of assignment unless other arrangements are made with the teacher. In addition to completing assigned work in the Learning Management System, students are required to attend scheduled online meetings with their teacher.

#### ENGAGEMENT PROCEDURES:

After 2 days of student inactivity (not completing assignments and not attending scheduled meetings) the teacher will notify the parent to communicate the concern and expectation that the student must participate in online learning on a daily basis to make academic progress. If direct contact is not made initially, a return email or phone call from the parent is required within 24 hours.

After 4 days, if there is not a response from the parent and/or the student does not actively participate in online learning, the teacher will report to the RPS Virtual Learning office who will contact the parent.

After 5 days, if there is not a response from the parent and/or the student does not actively participate in online learning, a conference will be held with the parent, teacher, and administrator to discuss academic progress and to determine continued enrollment in virtual learning vs onsite learning.

After 10 days, if there is not a response from the parent, and/or the student does not actively participate in online learning, the RPS Virtual Learning Principal will involve the Rogers Public Schools Social Worker.

Academics will be monitored in K-5 through weekly data collection using scoring guides based off of standards being taught that week. Teachers will meet weekly in PLCs to discuss standards being taught, students who met the standard, and students who did not. Tier 2 instruction for students who did not meet the standard will be provided by an additional lesson or a live synchronous intervention group. Parents will have access to the student gradebook in the content management system (Seesaw) and will be sent 5-weeks progress reports and report cards every quarter.



Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.

Our 6-12 RVL teachers will meet weekly in PLCs to look at progress reports and weekly grades to identify students who need a Tier 2 intervention based on the standards and assessments. Tier 2 interventions may be pushed out asynchronously and/or synchronously depending on the number of students and need. Additional personnel may be used for intervention groups. Students will be required to join in class meetings, office hours (google meet) and tutoring (either on site or virtually) until grades are improved or Tier 3 support is needed. Students identified with significant achievement gaps will join synchronous intervention groups for support and progress monitoring for Tier 3 support. ESOL, Special Education, and Dyslexia services will be provided for students who qualify through synchronous and asynchronous delivery.

K-5 RVL teachers will meet weekly in PLCs to look at Tier 1 assessment data in reading and math to identify students who need a Tier 2 intervention based on the standards and assessments. Tier 2 interventions may be pushed out asynchronously and/or synchronously depending on the number of students and need. All K-5 students will be assessed three times a year (Fall, Winter, Spring) using the DIBELS assessment system and math fluency interviews, as well as iReady. Students identified with significant achievement gaps will join synchronous intervention groups for support and progress monitoring for Tier 3 support. ESOL, Special Education, and Dyslexia services will be provided for students who meet the criteria for these supports through synchronous and asynchronous delivery.



Describe the district or school's formative assessment plan to support student learning.

For RVL 6-12, most formative assessments will be inside the Florida Virtual curriculum with the discretion of our RPS teachers to add any formative assessments into the portal if deemed necessary for data. During PLC time, RVL teachers will look at data from assessments and disaggregate the needs of the student groups. Once disaggregated, teachers will pull small groups through synchronous and asynchronous delivery in order to fill any gaps in learning. If students do not progress academically, a conference will be held to determine the best educational path and next steps.

K-5 RVL teachers will meet weekly in PLCs to create common formative assessments based on standards being taught. Teachers will follow the district pacing guides in conjunction with the curriculums being used to identify when formative assessments should be given in core subjects. During PLCs, virtual teachers will disaggregate assessment data (including iReady assessment data) to determine next instructional steps and the most effective instructional strategies that promote student learning

Describe how dyslexia screening and services will be provided to digital learning students.



RVL will follow the established RPS Dyslexia Protocol for K-8 which includes initial screeners, collecting data on at-risk students, level 2 referrals for students who are identified, and dyslexia intervention for students who qualify. Secondary (9-12) protocol will be followed by identifying students at risk, intervention and data collection, level 2 referrals as identified, and services for students who qualify.

All virtual students in grades K-5 will be initially screened with a Level 1 initial screener (PAST, DIBELS, PSI, AR Rapid Naming Screener). This will take place onsite at the RPS Virtual Learning Center by their RPS virtual teacher in order to ensure accuracy and validity of results. If a K-5 student is identified at risk, he/she will participate in a reading intervention group for 6 weeks to collect data. If after 6 weeks, a student does not progress, he/she will be referred to the RPS dyslexia specialist for a Level 2 screener. The level 2 screener will be done onsite at the RPS Virtual Learning Center.

All virtual students in grades 6-8 will be screened using the fall iReady reading assessment. If a 6-8 student is identified at-risk through the iReady assessment, a Level 1 screener (MAZE, ORF) will be given. If needed, intervention and data collection will take place with their RPS virtual teacher. Level 1 screeners and intervention for 6-8 may take place onsite at the RPS Virtual Learning Center or via zoom/google meet. If after 6 weeks, a student does not progress, he/she will be referred to the RPS dyslexia specialist for a Level 2 screener. The level 2 screener will be done onsite at the RPS Virtual Learning Center.

Students in grades 9-12 will be identified at risk by their progress and achievement in their core ELA subject by their RPS teacher. Core teachers in grades 9-12 will find opportunities to hear students read aloud whether in an online meeting or onsite at the Virtual Learning Center in order to determine needs. Virtual teachers will then intervene as needed, collect data, and refer students for a Level 2 screener if it is indicated by the data. All virtual teachers will receive professional development, provided by RVL administration and RPS dyslexia specialists, regarding this process.

Teachers in K-5 will receive a PD refresher course on giving Level 1 assessments and in look-fors for dyslexia students. Virtual teachers in 6-12 will receive professional development in identifying virtual students that experience difficulty with reading and need intervention and/or to be referred for a Level 2 dyslexia screener. All professional development and level 2 screenings will be done by the RPS dyslexia specialist.

When a student is identified with dyslexia, services will be provided by a district reading specialist using the state approved programs Phonics First and Structures curriculum. These specialists will serve students at their boundary school for both onsite and virtual students. Specialists will have a designated time/period in their daily schedule for virtual students. They will not serve virtual and onsite students at the same time. K-12 virtual students follow the same schedule of instruction, interaction, and frequency as the onsite students. Instruction, interaction, and frequency would match the guidelines of the onsite dyslexia program which is 90 minutes/week follows the Brainspring Guidelines. If virtual students are grouped, group size will not exceed program guidelines from Phonics First. The preferred intervention method for RVL virtual students



# LEA INSIGHTS

from homes that the preferred intervention method for RVL virtual students is one-on-one intervention if at all possible.

Reading specialists will progress monitor phonological awareness, using the PAST assessment. The dyslexia interventionists will also use Phonics First Structures assessments to progress monitor and determine if the group size and delivery option is meeting the needs of each student. Interventionists will use several of the lesson pieces from Brainspring for virtual students. Google Classroom will be used as the learning management system with Phonics First Structures content. Google Meet or Zoom will be used for live interaction to ensure students get immediate feedback during intervention. Students will be trained in how to use the camera, how to tilt the computer, and how to use the speaker on the headset in order for better live interaction and feedback to take place. In order for interventionists to truly see student interaction with manipulatives and written responses in real-time, students will be taught how to tilt their screen so the teacher can see the work. All equipment needed for technology and program resources will be provided to the interventionist and the student to assure the fidelity of the instruction is maintained in the virtual setting. Virtual teachers, interventionists and students will have the same access to equipment and resources that the onsite students do.

If the internet connection is not sufficient for monitoring fluency and accuracy of articulation, reading, spelling and writing, students with poor connectivity will be provided a MiFi device. Virtual teachers are working onsite and using the district internet vs their home internet for a better connection. The RPS technology department will ensure dyslexic students have devices with working and clear cameras. Families of all students (and staff) have access to the district's technology helpline that immediately helps with all technology and device issues.

RVL has established policies addressing attendance, participation, and parent commitment. Engagement protocols are in place for all virtual students, which includes identified dyslexia students. After 2 days of student inactivity (not completing assignments and not attending scheduled meetings) the teacher will notify the parent to communicate the concern and expectation that the student must participate in online learning on a daily basis to make academic progress. If direct contact is not made initially, a return email or phone call from the parent is required within 24 hours. After 4 days, if there is not a response from the parent and/or the student does not actively participate in online learning, the teacher will report to the RPS Virtual Learning office who will contact the parent. After 5 days, if there is not a response from the parent and/or the student does not actively participate in online learning, a conference will be held with the parent, teacher, and administrator to discuss academic progress and to determine continued enrollment in virtual learning vs onsite learning. Parents will be required to sign a contract to agree to these protocols. We also establish "norms" with all virtual learners that include no eating, no TV or other screens on, have material, etc.

Communicating with parents regarding screening results, progress monitoring, student engagement will be handled the same as if the student were attending on-site. Parents will be given the option to attend an in-person meeting at the RPS Virtual Learning Center or they may attend an online meeting through





# LEA INSIGHTS

in a virtual learning center or they may attend an online meeting through Zoom and Google Meet. Reading specialists will report progress through Phonics First progress reports four times per school year. Dyslexia students will follow the same engagements and progression protocol as ALL other students follow in virtual learning without exception.

Students will have accessibility/accommodations available to them through the virtual content platform. With Seesaw, teachers are able to use emojis to support visual directions. In addition, Seesaw offers the audio feature to provide audio directions and instructions to support all learners. Seesaw also offers designing tools that are intuitive for all learners and make it easy for students to choose the tool that works best for them—photo, video, voice, or text. Students will have access to the following: Speech to Text or Dictation, Screen Readers, and Color Contrast, Inverting Colors and Font Size. On FLVS/BUZZ students have access to pop ups when words are difficult. A pop up will be available with a picture and a definition. Many lessons inside FLVS also have a podcast feature which allows the student to listen to the lessons as they read and also to listen a second or third time as needed.

Core teachers and interventionists have opportunities to collaborate and communicate through email, grade-level meetings, RTI meetings, and PLCs. Core teachers will meet weekly in PLCs to look at weekly progress. If a dyslexic student is not progressing, the interventionist will be brought into a RTI meeting via zoom. Collaboration will also take place at parent/teacher conferences, IEP annual reviews, and 504 meetings.

Information regarding dyslexia and a dyslexia screening request form for RVL parents can be found at <https://www.rogersschools.net/domain/1080>



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Describe how Gifted and Talented supports and services will be provided to digital learning students.



One of our assigned RVL teachers will be endorsed in gifted and talented education in order to provide services to our identified students. In 6-12 RVL, we can accelerate the classes for students that would qualify. RVL will follow the Rogers Public Schools approved acceleration screening process. FLVS courses include an accelerated pace chart option. In addition, courses may be customized with teacher created enrichment content/assessments. Rogers Public Schools has G/T program options that include G/T Seminar (6th and 7th), Pre-AP, AP, Concurrent Credit, and the Associates Program.

Enrichment lessons are created by a RPS gifted and talented teacher and pushed out through the general classroom/whole group enrichment for all K-1-2 virtual students. Observation checklists are completed by K-1-2 classroom teachers during weekly enrichment lessons delivered by G/T facilitators (E lessons).

Identified gifted and talented students in grades 3-5 are served by a RPS Gifted and Talented teacher in their own Google Classroom and meet weekly through Zoom/Google Meets. These students participate in learning that is 'instead of' rather than "in addition to" the learning in the general education classroom. All gifted and talented referrals are made through the RPS gifted and talented office.



Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students.

English Language Development classes will be offered daily synchronously or asynchronously by an ESOL endorsed, certified teacher using the guidelines set forth in the ESOL Handbook and declared in the district's yearly Title III application. Curriculum, grouping, and pacing will follow that of the Rogers Schools ESOL Department guidelines. The district approved English Language Development curriculum, EL Achieve will be followed and an ESOL endorsed teacher will be dedicated to this curriculum for K-12 virtual learners. This teacher will not be serving other populations; they will be dedicated to virtual only. This curriculum addresses second language acquisition by addressing the national English Language Proficiency Standards. Students' language progression will be monitored through quarterly report cards and annual state testing using the ELPA21. All state testing will be held on-site.

Describe how all Special Education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.

Special education services, along with OT, PT, and speech, will be provided to each identified student by a Rogers Public Schools' special education teacher or RPS therapist. Services will include all direct, indirect, and related services determined by the Individualized Education Plan (IEP). IEP services will be provided virtually (Google Meet/Zoom) and/or face-to-face. There will be a virtual SPED teacher for elementary, middle school and high school. These teachers will teach only SPED virtual students. They will follow the same guidelines for asynchronous vs synchronous learning. Our 6-12 virtual SPED teachers will have access to curriculum inside FLVS in order to modify/reduce assignments as needed for specific students in accordance with that student's IEP. Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Special education teachers will follow all guidelines outlined in IDEA. Evaluations will be coordinated by the referral or IEP committee. A location and a Rogers Public Schools' evaluator will be provided for the evaluations to take place. Conferences will be held virtually and/or on-site as determined by the committee.



Describe common and frequently used digital accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.

Rogers Public Schools provide Chromebooks that include accessibility features and Chromebook extensions. Some examples being used are Mote, Screencastify, PearDeck. Virtual teachers have access to Microsoft Class Notebook. Virtual teachers are trained and supported by the RPS Technology Curriculum Specialist. Students and teachers who need additional assistance will be supported through the Rogers Assistive Technology Team. Accommodations available to students through the virtual platform include: extended time, breaks as needed, text to speech, color contrast, audio instructions, and screen readers that include pictures and definitions.

## Teacher Supports

Describe district and school supports to provide on-going digital content and instructional supports for teachers.



Currently, Rogers Public Schools provides 60 professional development hours per year for all RPS teachers as part of their contract hours. District and building leaders will ensure virtual learning teachers will be trained in the areas of digital content and planning along with state requirements, district initiatives, and curriculum and instructional planning and implementation. K-5 will use a train the trainer model for Seesaw with district and building leadership as trainers. In-house technology training and resources are provided by the RPS technology department on the RPS technology page for teachers. Teachers (and students) can get school day and after hours help through the technology help desk via email or phone. RPS teachers and staff will also access support from the Northwest Arkansas Education Service Coop. In 6-12 virtual learning teacher load will be monitored weekly by running teacher numbers by class with our Cognos report. If a teacher's load continues to be over the class size waiver numbers, the recommendation will be a supplementary teacher be brought on for the overage. That supplemental teacher will be paid using the elective teacher stipend equation listed in our salary schedule. K-5 will implement a waiting list system if requests of students put a grade level teacher over the teacher load limits that have been set.

\*Part Time Virtual Teachers: 1) who teach both face-to-face and virtually, will be compensated a base rate of \$500 per class and \$70 per student per semester, or 2) teachers that are provided a release period to teach virtually will be paid the larger amount of 1/7 of semester contract or \$500 per class plus \$70 per student per semester.

\*Pending board approval



Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?

Within the contract for RVL teachers they will be provided a designated planning time each day. RVL teachers will follow the district initiative of PLC work in order to support students of virtual learning. District and building leaders will assure the professional development for RVL teachers in the areas of digital content and planning, along with district initiatives and curriculum planning and implementation. RVL K-5 teachers will be using teacher-created lessons using curriculum purchased by the district (Wit and Wisdom, Benchmark Phonics, and Illustrative Mathematics). K-5 teachers will spend 30% of their work week developing lessons, grading and feedback for asynchronous learning, PLCs, and office hours. The other 70% of the work week will be spent in synchronous teaching and learning. Virtual teachers will be required to keep weekly schedules that account for a 7-hour workday.

## District Supports

Describe how the district will ensure equitable access to opportunities for success for digital learner's needs (poverty, homelessness, migrant, foster care, and military connected students) A link (URL) to the district equity plan may be acceptable if it meets this criteria.

No student in the Rogers School District shall on the grounds of race, color, religion, national origin, sex, age, or disability be excluded from participation in, or denied the benefits of, or be subjected to discrimination in any educational program or activity sponsored by the district. Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address (500 W Walnut, Rogers, AR 72756) or by calling 479-636-3910. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment. Resources for virtual students, including students of poverty, that are migrant, in foster care, and are military are provided by the Rogers' schools through the RPS Online Family Support Center. The RPS Online Family Support Center can be found at <https://www.rogersschools.net/Page/2317> The liaison for homeless, foster care, and military connected students can be found at <https://www.rogersschools.net/Page/448>



All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.

At this time, 6-12 students will test onsite at their boundary building. If it changes to a district site, communication will be at the onboarding meeting for families of RVL students. Ongoing communication will be documented in a shared google doc so that all staff has accurate information to work from. We will communicate as the year progresses of specific testing plans/sites via phone, email, website, and social media. Communication will be sent from each building as well as from RVL administration and staff.

K-5 virtual students will test at an onsite central district location.

Parents/Guardians will be informed of state-required testing at the back-to-school parent meeting and in the handbook. As testing time approaches, emails will be sent to parents and brochures will be mailed to the homes as reminders. Emails will be sent from both administration and classroom teachers. Assessments will only be assigned to students during the mandated testing window. Assessments will not be assigned outside the testing window; therefore virtual students will not be able to test at home.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.

The district will run reports on attendance, engagement percentages, and grades each quarter to identify areas of need. PLCs will allow us to develop and deliver common formative assessments, use the data to progress monitor, and determine interventions as needed. This data will also be used as a tool to evaluate the effectiveness of the digital option. Additionally, iReady and ACT Aspire reports will be used to identify weakness in curriculum and instruction for teachers across grade-levels. Surveys will be distributed to parents at the end of each semester for feedback.

Describe how the teacher(s) will engage families into the digital learning process. (District may link the District Engagement Plan if digital learning is included. The plan must address how the district will support parents/students with digital tools and resources)

[https://docs.google.com/document/d/14JTsr6lYEsYofPO0jQ6BevUGMKmE7xpcZnSN4eETd\\_M/edit?usp=sharing](https://docs.google.com/document/d/14JTsr6lYEsYofPO0jQ6BevUGMKmE7xpcZnSN4eETd_M/edit?usp=sharing)

Provide the URL to evidence of the local school board's approval of the waiver request(s).

<http://go.boarddocs.com/ar/rpsd30/Board.nsf/goto?open&id=BYXSNN70C08A>

Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).

<https://docs.google.com/document/d/1uUlpRiJPDa2x-RsDJ1fUgvAPfSH0NXCfVq>

## Policies





Please provide a link (URL) to the attendance policy for digital learning students.

[https://docs.google.com/document/d/1fbjgVBtThAHiz\\_-7N1dmlLbyv8O6E\\_uEXs](https://docs.google.com/document/d/1fbjgVBtThAHiz_-7N1dmlLbyv8O6E_uEXs)

Please provide a link (URL) to the discipline policy for digital learning students.

[https://docs.google.com/document/d/1fbjgVBtThAHiz\\_-7N1dmlLbyv8O6E\\_uEXs](https://docs.google.com/document/d/1fbjgVBtThAHiz_-7N1dmlLbyv8O6E_uEXs)

Please provide a link (URL) to the grading policy for digital learning students.

[https://docs.google.com/document/d/1fbjgVBtThAHiz\\_-7N1dmlLbyv8O6E\\_uEXs](https://docs.google.com/document/d/1fbjgVBtThAHiz_-7N1dmlLbyv8O6E_uEXs)

[^ Back to Top](#)